



## Curriculum pack 2 – Community in the making

**Taylor  
Wimpey**

### Introduction




This curriculum pack is aimed at key stage 2 pupils and comprises six activities:

- **Activity 1** – Interviewing an architect
- **Activity 2** – The design process
- **Activity 3** – Not just a home
- **Activity 4** – Creating a community
- **Activity 5** – Plan your own development
- **Activity 6** – Welcome the community

### Appendices

- Teachers' notes

Where you see the  symbol you may wish to contact a local building industry professional to help you deliver the activity.

Building a new development is not just about putting up a new group of homes. The planning and design process is of great importance to make sure we build the right things in the right places. If done well, the development can become a thriving success with residents living together in supportive and sociable communities.

A new development may consist of public spaces, new facilities like shops and schools, play areas, and improved roads and transport links.

Taylor Wimpey aims to build sustainable places to live with a real community spirit. There are many things to consider in designing a development and you are going to learn about some of the decisions and considerations facing today's architects.



### Interviewing an architect



### Activity 1



- **VISIT** a local housing development if possible. Have a look at the size of the development, the layout of the homes and the progress that is being made. Try and visualise the finished development with a busy, happy community going about their everyday business.

- **PREPARE** questions for an interview with a construction professional – it could be an architect or a layout designer at a local housing development. In deciding on questions, you need to ensure you find out the considerations involved in planning a new housing development.

- **CONSIDER** the restrictions that may be in place, e.g. types of materials, positioning of homes and the process involved in designing a new development.



- **INTERVIEW** the construction professional, or role-play the interview with a partner. Make sure you have a record of the answers. You could take notes or record the interview.

## The design process



### Activity 2

- **PRODUCE** a flow chart to illustrate the planning and design process. You can use the information you collected during your Activity 1 interview.





### Not just a home



### Activity 3

New residents on a development would need to find answers to a number of questions:

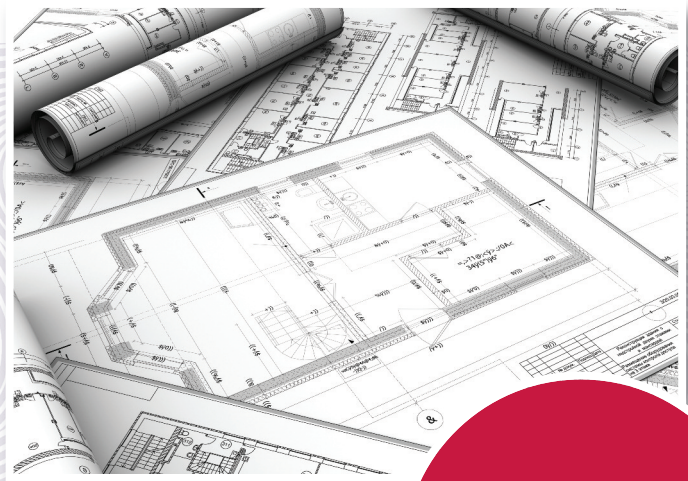
- **What are the local amenities like?**
- **Are the public transport facilities good?**
- **Are there any community groups where I could get to know other people?**

For this activity, visit a local housing development to try and find out answers to these and any other questions you think new residents may have about the local area.



- **WALK** around the area surrounding the site. Look out for shops, post offices, telephone boxes and anything else that might be useful. Make a note of their position.
- **EXPLORE** the local area – is the site near a railway station, or can you find any bus stops nearby? You could ring the local bus company to find out about services now and any extra that may be planned when the development is finished.
- **MAKE** a list of the community groups you can find in the area. New community groups may be formed when the development is up and running but there may also be others in the local area. These are often advertised in shop windows, community centres or on Post Office notice boards.

### Creating a community



### Activity 4



- **PRODUCE** a drawing showing the design and layout of the site. A local construction professional may be able to help, or alternatively research online.
- **EXTEND** the plan to show the surrounding area, for example showing the adjacent roads, buildings and open spaces. Referring to a local map may help you.





### Plan your own development



### Activity 5

Imagine you work for Taylor Wimpey. Your next project is to design a small brand new development of eight new homes.

- **CONSIDER** the amount of public spaces. Housebuilders like to make communities with plenty of public spaces where people can meet and talk.
- **CONSIDER** roads and landscapes. Housebuilders also like to promote new bus routes and provide clear and safe pedestrian and cycle paths to encourage less reliance on the car.
- **DESIGN** your new development, taking into consideration the points above and the information you have gathered from your interview with a construction professional.

### Welcome the community



### Activity 6

- **CREATE** a large welcome display for residents moving into the development. Use it to provide information about the local community and to point out to them the design aspects that promote a good community spirit.



## Teachers' notes

### Links to the National Curriculum

#### Activity 1

**Spoken language:** articulate and justify answers, arguments and opinions, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;

**Reading:** retrieve, record and present information from non-fiction; **Computing:** use search technologies effectively;

#### Activity 2

**Art and design:** improve their mastery of art and design techniques; **Computing:** Use search technologies effectively, use and combine a variety of software and a range of digital devices and create a range of... content that accomplish given goals, including collecting ... and presenting data;

**D&T:** perform practical tasks, investigate and analyse.

#### Activity 3

**Art and design:** improve their mastery of art and design techniques; **Computing:** use search technologies effectively; **D&T:** perform practical tasks, investigate and analyse; **Geography:** describe and understand key aspects of... human history.

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## Teachers' notes

### Links to the Scottish Curriculum for Excellence

#### Activity 1

**Literacy:** 2-28a: “convey information, describe events, explain processes or combine ideas in different ways”, 2-15: “can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate”, 2-02a: “engage with others...respond in ways appropriate to my role, show that I value other’s contributions...”; 2-29a: “persuade, argue, explore issues or express an opinion”.

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#### Activity 4

**Expressive arts:** 2-02a “choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.” 2-04a: “Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail;” 2-06a: “I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.”; **Social Studies:** 2-14a: “To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world”; **Technologies:** 2-01a: “When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products.” 1-04b / 2-04b: “I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.” 2-01b: “I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments.” 2-14b: “Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback”.



## Teachers' notes

### Activity 5

**Literacy:** 2-28a: “convey information, describe events, explain processes or combine ideas in different ways”, 2-15: can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate, 2-02a: “engage with others...respond in ways appropriate to my role, show that I value other’s contributions...” , 2-29a: “persuade, argue, explore issues or express an opinion”; **Expressive arts:** 2-02a choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. 2-04a: Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail; 2-06a: I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem; **Social Studies:** 2-14a: “To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world”; **Technologies:** 2-01a: When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products. 1-04b / 2-04b: I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. 2-01b: I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments. 2-14b: “Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback”.

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## Teachers' notes

### Links to the National Literacy and Numeracy Framework for Wales (NLNF) and other areas of the Welsh national curriculum

#### Activity 1

**Oracy:** Developing and presenting information and ideas; **Speaking:** express issues and ideas clearly, using specialist vocabulary and examples, speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested; explore challenging or contentious issues through sustained role play; **Listening:** listen carefully to presentations and show understanding of the speakers' conclusions or opinions, respond to others with questions and comments which focus on reasons, implications and next steps; Collaboration and discussion: contribute purposefully to group discussion to achieve agreed outcomes, follow up points in group discussions, showing agreement or disagreement giving reasons.

**Reading:** Locating, selecting and using information, use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe.

#### Activity 2

**Reading:** Locating, selecting and using information; use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe; **ICT:** find information from a variety of sources for a defined purpose.

#### Activity 3

**Design and technology:** Pupils should be stimulated and inspired, where appropriate, by images and artefacts from a variety of historical and contemporary cultures and contexts. Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from a variety of contexts including different cultures and periods.

**ICT:** find information from a variety of sources for a defined purpose

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### Activity 4

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**D&T:** develop and communicate their design ideas in a variety of ways, using ICT and models where appropriate.

**Geography:** Locating places, environments and patterns. Pupils should be given opportunities to identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references; follow directions, estimate and calculate distances, e.g. follow map and ground routes, calculate map-to-ground distances.

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